

## JOHNSTON ELEMENTARY

514 Lee Street  
Johnston, South Carolina 29832

**GRADES** K-5 Elementary School

**ENROLLMENT** 384 Students

**PRINCIPAL** Bridget C. Clark 803-275-1755

**SUPERINTENDENT** Dr. Sharon W. Keesley 803-275-4601

**BOARD CHAIR** Bradley D. Covar 803-637-3775

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	36	55	4	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Unsatisfactory	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	Yes

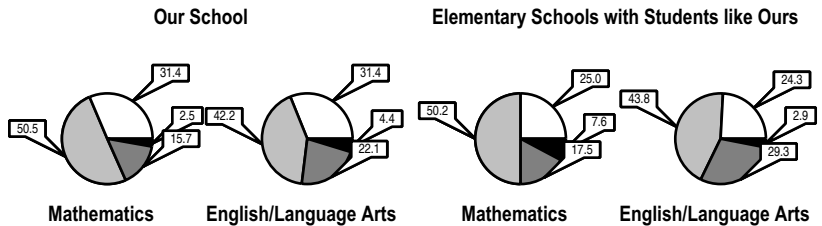
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	216	99.5	31.0	42.4	22.2	4.4	34.5	Yes	Yes
<b>Gender</b>									
Male	112	99.1	46.1	37.3	13.7	2.9	23.5		
Female	104	100.0	15.8	47.5	30.7	5.9	45.5		
<b>Racial/Ethnic Group</b>									
White	46	100.0	6.8	31.8	45.5	15.9	77.3	Yes	Yes
African-American	159	100.0	39.3	46.0	13.3	1.3	20.7	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	90.0	12.5	37.5	50.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	183	99.5	25.0	45.9	23.8	5.2	37.8		
Disabled	33	100.0	64.5	22.6	12.9	0.0	16.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	211	99.5	31.8	42.4	21.2	4.5	33.8		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	100.0	31.0	42.4	22.2	4.4	34.5		
<b>Socio-Economic Status</b>									
Subsidized meals	173	99.4	38.5	44.1	16.1	1.2	24.8	Yes	Yes
Full-pay meals	43	100.0	2.4	35.7	45.2	16.7	71.4		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	216	100.0	31.4	50.5	15.7	2.5	29.9	Yes	Yes
<b>Gender</b>									
Male	112	100.0	40.8	40.8	16.5	1.9	24.3		
Female	104	100.0	21.8	60.4	14.9	3.0	35.6		
<b>Racial/Ethnic Group</b>									
White	46	100.0	9.1	50.0	34.1	6.8	61.4	Yes	Yes
African-American	159	100.0	38.7	50.0	10.7	0.7	20.0	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	22.2	55.6	11.1	11.1	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	183	100.0	24.9	55.5	16.8	2.9	32.9		
Disabled	33	100.0	67.7	22.6	9.7	0.0	12.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	211	100.0	32.2	49.7	15.6	2.5	29.6		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	100.0	31.0	50.7	15.8	2.5	30.0		
<b>Socio-Economic Status</b>									
Subsidized meals	173	100.0	37.0	51.2	11.1	0.6	21.6	Yes	Yes
Full-pay meals	43	100.0	9.5	47.6	33.3	9.5	61.9		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	66	100.0	23.3	46.7	26.7	3.3	30.0
	<b>Grade 4</b>	82	100.0	43.8	40.0	16.3	N/A	16.3
	<b>Grade 5</b>	68	100.0	54.8	37.1	8.1	N/A	8.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	66	100.0	18.8	25.0	46.9	9.4	56.3
	<b>Grade 4</b>	66	98.5	30.8	55.4	12.3	1.5	13.8
	<b>Grade 5</b>	84	100.0	42.2	43.4	12.0	2.4	14.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	66	100.0	31.7	48.3	11.7	8.3	20.0
	<b>Grade 4</b>	82	100.0	26.3	50.0	16.3	7.5	23.8
	<b>Grade 5</b>	68	100.0	27.4	56.5	11.3	4.8	16.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	66	100.0	15.6	54.7	28.1	1.6	29.7
	<b>Grade 4</b>	66	100.0	42.4	47.0	7.6	3.0	10.6
	<b>Grade 5</b>	84	100.0	37.3	48.2	12.0	2.4	14.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 384)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	3.7%	Up from 3.4%	3.4%	2.7%
Attendance rate	97.2%	Up from 96.8%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%		3.6%	3.5%
Eligible for gifted and talented	7.4%	Up from 6.4%	10.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.9%	Down from 12.1%	9.2%	8.2%
Older than usual for grade	1.0%	No change	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	43.8%	Up from 42.4%	46.9%	51.4%
Continuing contract teachers	96.9%	Up from 93.9%	87.5%	87.5%
Highly qualified teachers**	95.7%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	97.9%	Up from 94.7%	86.8%	86.7%
Teacher attendance rate	94.5%	Down from 95.5%	94.7%	94.9%
Average teacher salary	\$39,554	Up 6.0%	\$39,920	\$40,760
Prof. development days/teacher	19.4 days	Up from 14.2 days	13.1 days	12.4 days

School				
Principal's years at school	14.0	Up from 13.0	3.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	18.5 to 1	18.9 to 1
Prime instructional time	91.1%	Down from 91.3%	89.5%	90.0%
Dollars spent per pupil*	\$5,980	Up 598000.0%	\$6,090	\$6,044
Percent of expenditures for teacher salaries*	67.2%	N/A	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.6%	Up from 97.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.9%	92.0%
Highly qualified teachers in high poverty schools**	83.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Johnston Elementary is a school where children, faculty, and staff are challenged daily to give their personal best. Each adult in this school is committed to having a deep understanding of the development of children and the SC Standards, and seeing that each child receives the best education possible.

We began our participation in a School Improvement Grant and have received training and technical assistance from the SC State Department of Education. We implemented a daily 30 minute block, called "Academy Time" where teachers worked directly on standards where children were experiencing difficulty. This past summer, we had additional training on behavior and reading.

SEEDS continued to provide after-school assistance to children. This was the last year for this grant. Our school submitted a grant to continue this, but will not receive word as to our success until after this letter has been submitted.

We are a standards driven school and will continue to be so. We desire the very best for each and every child and are committed to doing whatever it takes to help each child be successful. Your commitment to our school is of utmost importance. We cannot be successful without your support. Please continue to be your child's "loudest" cheerleader and supporter. Thank you!

Bridget Clark, Principal  
Angela Cornwell, SIC President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	31	78	40
Percent satisfied with learning environment	96.8%	96.1%	97.4%
Percent satisfied with social and physical environment	100.0%	98.7%	94.7%
Percent satisfied with home-school relations	73.3%	87.2%	79.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.